DOCUMENT RESUME

ED 166 908 EC 113 660

AUTHOR	Richardson, E. L.
TITLE	Final Technical Report of the Special Office for Materials Distribution. September 1, 1974 Through November 30, 1977.
INSTITUTION	Indiana Univ., Bloomington. Audio-Visual Center.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	20 Oct 78
CONTRACT	300-75-0047
NOTE	71p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Audiovisual Aids; *Handicapped Children; *Instructional Materials; Instructional Materials Centers; *Instructional Media; Media Technology; *Program Descriptions
IDENTIFIERS	*Specialized Office for Materials Distribution

ABSTRACT

The final report describes the activities of the Specialized Office for Materials Distribution (SOMD) in providing physical access to media materials for the nation's handicapped. Project background, philosophy, and organization are described in an initial chapter. Succeeding chapters are devoted to a review of SOMD activities in six areas (sample goals in parentheses): state program development (supplying information on materials distribution system); instructional materials development (participating in phase-in National Needs Assessment efforts); media, materials, and educational technology training (providing systematic maintenance of collection); media and materials information system (processing feedback on consumer reaction to the information system); materials distribution system (managing and coordinating the Captioned Film Depository System); and project administration (conducting project planning and internal monitoring). (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED166908

EC

Final Technical Report

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Special Office for Materials Distribution

Audio Visual Center

Indiana University

Bloomington, Indiana

September 1, 1974 through November 30, 1977

Indiana University Account Numbers

49-112-25 and 27 to 29

Contract Number

OEC-300-75-0047

October 20, 1978

U.S. Department of Health, Education,

and Welfare---Office of Education---

Bureau of Education for the Handicapped

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E.L. Richardson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

EC113660

Final Technical Report:
Special Office for Materials Distribution
September 1, 1974 to November 30, 1977

ABSTRACT

The Final Technical Report of the Specialized Office for Materials Distribution describes the activities of SOMD in providing physical access to media materials for the nation's handicapped. In addition, SOMD provided technical assistance to other agencies who had responsibilities relating to physical distribution of special education media materials.

SOMD stored, maintained, and distributed four collections of materials: the Handicapped Learner (Child-Use) Materials, the Media Training Materials, the Training Films and Other Media (for Special Education) collection and the Archive Library Collection. A number of peripheral activites were performed as an adjunct to these collections. In addition, SOMD established a video/tape duplication service, a communication system for the ALRC/SO/NCEMMH program and provided technical assistance to an established system of Educational Captioned Film Depositories located at 60 sites across the country.

SOMD experience indicates "that there is a definite need for one or more national or regional back-stop distribution centers for materials designed for handicapped learners....one or more circulating collections will be viable activities assuming that the collection(s) take a cue from existing general libraries and emphasize high-cost, short-use period types of materials, and be responsive to special needs of a variety of clients."

Indiana University Account Numbers
49-112-25 and 27 to 29

Contract Number
OEC-300-75-0047

Final Technical Report of
the Special Office for
Materials Distribution

E. L. Richardson, Ed.D.

Indiana University

Bloomington, Indiana

October 20, 1978

This project reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy

U.S. Department of
Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped

Preface

The Special Office for Materials Distribution (SOMD), also known as the Special Office No. 4 (SO-4), located within the Audio Visual Center of Indiana University was funded by the U.S. Office of Education, Bureau of Education for the Handicapped. The original contract period as proscribed in RFP #74-8 was for a 36 month period from September 1, 1974 to August 31, 1977. In reality, the SOMD contract ran for a 46 month period ending on June 30, 1978. This report covers the active distribution phase of the contract--a 39 month period ending November 30, 1977.

SOMD wishes to acknowledge the valuable assistance it received throughout from the Contract Administration Office of Indiana University and the National Center for Educational Media and Materials for the Handicapped, located at Ohio State University.

Table of Contents

Contents	Page
Abstract	i
Title Page	ii
Preface	iii
Table of Contents	iv
List of Tables	vii
List of Figures/Illustrations	viii
I. Project Framework	1
A. Project Background	2
B. Project Philosophy, Goals and Objectives	6
1. SOMD Workscope Elements	10
C. Project Organization	21
II. Statement of Work (September 1, 1974 to November 30, 1977)	25
1. Area One - State Program Development	
IU-01 Supply information on material distribution system	26
IU-02 Serve as a source of materials for demonstrations and workshops	28
2. Area Two - Instructional Materials Development	
IIA-01 Participate in phase-in National Needs Assessment efforts	29
IIS-01 Distribute LRCP developed materials	30

Contents

Page

3. Area Three - Media, Materials and Educational Technology Training

IIIH-01 Prepare materials for circulation. 31

IIIH-02 Provide systematic maintenance of collection 32

IIIH-03 Ship materials to qualified clients. 33

IIIH-04 Process client feedback report 34

IIIH-05 Perform other peripheral depository functions. 35

IIIH-06 Develop and implement use/charges policy procedure guide. 36

4. Area Four - Media and Materials Information System

IVV-01 Provide needed information about NIMIS 37

IVV-02 Oversee expansion of inter-LRCP agency communication capability 38

IVV-03 Facilitate delivery of system output 40

IVV-04 Process feedback on consumer reaction to information system 41

5. Area Five - Materials Distribution System

VB-01 Prepare materials for circulation. 42

VC-01 Provide systematic maintenance of collection . 44

VD-01 Ship materials to qualified clients. 46

VE-01 Process client feedback report 48

VE-02 Manage and coordinate the Captioned Film Depository System. 49

VE-03 Perform other peripheral services. 52

Content Page

VF-01 Develop and implement use/charges policy/ procedure guide. 53

6. Area Six - Project Adminstration

VIA-01 Conduct project planning 54

VIA-02 Conduct internal monitoring. 55

VIA-03 Prepare project reports. 56

VIB-01 Provide liaison with LRCP units and participate in meetings with program units and target groups. 58

III. Conclusions and Recommendations 60

List of Tables

Table	Title	Page
1	Prevalence and Number of Handicapped Children.	5
2	SOMD Workscope Elements	10

List of Figures/Illustrations

Figure	Title	Page
I	Audio Visual Center Staff and Organization.	24
IA	Audio Visual Center Staff who contributed to SOMD objectives.	23
IB	SOMD Staff and/or their functions	22

I. Project Framework

A. Project Background

The Specialized Office for Materials Distribution (S-4) was established on September 1, 1974 at Indiana University as the result of a proposal submitted in response to RFP 74-8. This forty-six month contract (USOE C-300-75-47) was based within the Audio Visual Center of Indiana University. The Extension Division of Indiana University created a Bureau of Visual Education in 1914 for the purpose of distribution materials to off-campus groups. By 1947, the name was changed to the Audio-Visual Center. The Audio-Visual Center now reports to the Dean for Learning Resources, Office of the Vice-President and Dean for Academic Affairs, Indiana University. Its mission is "to contribute to the teaching, service and research functions of the University by planning, creating or acquiring, maintaining, distributing, and evaluating technological informational processes and media products. It has the added function of inventing new or adapting innovative processes and products and contributing to an awareness of those processes and products."

Since 1914 the Indiana University Audio-Visual Center has been actively involved in the distribution of audio-visual materials. The distribution component of the Center's program has grown from its initial handling of a few lantern slide sets and art exhibits to its current annual volume of more than 150,000 units of a large variety of instructional media formats to some 17,000 users in 50 states and United States possessions. World-wide distribution is provided for some special collections. Controlled distribution is provided for still other collections. In its 60 years of service the Center has developed the staff, facilities, and operational strategies to respond to and meet the needs of its clients and users. These users represent a wide spectrum of elementary and secondary schools, universities, community and

junior colleges, technical institutes, public and private agencies, government groups and individuals.

The dissemination of educationally significant ideas via various media channels has always been a high-priority activity not only of the Audio-Visual Center but also of the University which considers the diffusion of knowledge as one of its three basic functions and, therefore, supports and encourages this Center function.

In addition to the materials distribution services, primarily from an extensive library of 16mm films, the Center added functional responsibilities for Campus Instructional Services. The Instructional Services were designed to provide faculty and students with professional assistance in the selection, procurement, utilization and production of all types of materials. Added to the materials library were departments of still photography, motion picture production, graphics arts, audio, projection services, field services, and instructional development.

The Audio-Visual Center now consists of four divisions, each with a Director responsible to the Executive Director. Those four divisions are: Development and Special Projects, Instructional Services, Field Services, and Media Resources. This contract was under the direct supervision of the Executive Director.

The workscope of SOMD outlined in RFP 74-8 was to "develop a capacity to effectively handle 30,000 requests for service during the first funding period".....of a pre-existing collection of child-use "materials to teachers, parents or learners and media, materials, and educational technology training non-print materials.....for use by teachers, parents, pre- and in-service agencies and other professionals as authorized." The target audience then for SOMD was primarily those professionals and parents who were in one way or

another working with or preparing to work with handicapped children. Thus, in an indirect sense, it was the total national population of handicapped children. "'Handicapped children' means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired children or children with specific learning disabilities who by reason thereof require special education and related service (U.S. House of Representatives and U.S. Senate, 1975)." The best available sources on the prevalence and number of handicapped children aged 3 to 21 indicate that there are approximately 7.8 million children within the overall population of all children aged 3 to 21 or approximately 12 percent with handicaps. The Bureau of Education for the Handicapped used a number of statistical sources to develop a prevalence chart by diagnostic category for the Committee on Education and Labor which is shown in Table 1 (U.S. House of Representatives, 1975, p. 11). In a more direct sense, the target audience was, as indicated above, the professionals or parents working with these children and in even a more specific point of view, the target audience was those professionals who were the clientele of the 13 regional Area Learning Resource Centers, the ALRC's.

Table 1

PREVALENCE AND NUMBER OF HANDICAPPED CHILDREN

	Prevalence	Number of Children 5-17 years
Visually handicapped	0.1	51,800
Deaf	.75	38,900
Hard of hearing	.5	259,000
Speech handicapped	3.5	1,813,000
Crippled and other health impaired	.5	259,000
Emotionally disturbed	2.0	1,026,000
Mentally retarded	2.3	1,185,400
Learning disabilities	3.0	1,554,000
Multiply handicapped	.06	31,000
Total	12.035	6,218,200

B. Project Philosophy, Goals and Objectives

Consistent with the goal of providing equal educational opportunities to all handicapped children by 1980, the Learning Resources Branch of the Bureau of Education for the Handicapped established a program designed to improve the access handicapped children have to quality educational media, materials, and educational technology. This was to be provided through the Learning Resource Center Program (LRCP).

The Learning Resource Center (LRC) Program consisted of 18 separate agencies which worked together nationally to provide improved access to quality instructional media, materials, and educational technology for all handicapped children. Included in the LRC Program were: 13 Area Learning Resource Centers (ALRCs), and 5 national offices--The National Center on Education Media and Materials for the Handicapped (NCEMMH), Specialized Offices One, Two, Three, and Four (S-1, S-2, S-3, and S-4). Each agency within the LRC Program had specific program responsibilities.

The LRC Program had been carefully organized and structured so that duplication of effort was minimized through the development of a concept of specialized function and role.

NCEMMH served as a coordinating agent for the LRC Program and was charged along with the Specialized Offices with the responsibility of developing a national information system on instructional materials. NCEMMH was also responsible for getting BEH-developed educational products into commercial production.

The workscope of the Specialized Offices was also national in scope. Three of the Specialized Offices (S-1, S-2, and S-3) were established to locate, evaluate, adapt, develop, describe, and recommend instructional materials for use with particular groups of handicapped children. S-3

was established to serve all children with "other" handicapping conditions. The three Specialized Offices (S-1, S-2, and S-3) were also established to provide specialized consultive support and technical assistance in the areas of their handicapping condition specialities and production support in media, materials, and educational technology training material development. The three Specialized Office (S-1, S-2, and S-3) also identified those materials which should be included in the NIMIS system and described and encoded these materials for data base entry.

The ALRCs were the field units within the LRC Program. These programs were regional or statewide in scope. The major role of the ALRCs was to provide media, materials, and educational technology training for teachers and improved access to better quality media and materials for handicapped children through cooperative planning with the State Education Agencies (SEAs). In part, this service was provided through the development of local, metropolitan, intermediate-unit, state, and regional instructional materials service agencies. The ALRCs were the instructional media and material and educational technology support units within the LRC Program.

Essentially all of these units were responsible for technical assistance, information dissemination, and ulitization assistance to clients. All of this was essentially "intellectual access."

SOMD (S-4), in contrast, had the responsibility as the national depository for the LRC Program's collection for materials to provide physical access to the materials.

As indicated earlier, the workscope of SOMD outlined in RFP 74-8 was to "develop a capacity to effectively handle 30,000 requests for service during the first funding period" ... of a pre-existing collection of child-use "materials to teachers, parents or learners and media, materials, and educa-

tional technology training non-print materials ... for use by teachers, parents, pre- and in-service agencies and other professionals as authorized." The functions of the SOMD were specified as:

--Provide accessioning control of materials to the collection.

--Provide identification, racking, and other warehousing functions.

--Provide an inventory control system.

--Provide inspection and maintenance activities.

--Provide booking, confirmation, and notification system to restricted users.

--Provide shipping, receiving and re-racking functions.

--Provide periodic reports concerning loan requests, transactions completed, materials availability profiles, users profiles, and profiles of "unavailables" and "cancellations."

The purposes, missions, and objectives of the special office as outlined in the RFP seemed uniquely matched to the resources and objectives of our Center. The Center has had success in mounting distribution programs similar to that of the Special Office for Materials Distribution. This success has, no doubt, been due in great part to the organizational structure of the Audio-Visual Center which, even though it provides for specialized services, nevertheless fosters a synergistic relationship and concern among all professional, technical, and clerical staff for all on-going activities of the Center. The integrated, or coordinated, program has been developed to improve and expand the scope and volume of audio-visual service. Staff, materials, and facilities resources have been integrated administratively, physically, and financially to develop programs of professional education and research, on-campus services, and off-campus services.

Almost immediately after award of the contract in September of 1974,

it became obvious that a "pre-existing collection" of materials that would accommodate "30,000 requests for service during the first funding period" was not going to be forwarded to SOMD.

As the new network became operational, it became obvious that SOMD had logical functions and responsibilities not explicitly included in the original RFP--or the resulting proposal. In addition to operating the basic libraries of Handicapped Learner (Child-Use) Materials and Media Training Materials, SOMD accepted the responsibility for operating three other materials collections--Archival Library, Existing Depository System of Captioned Educational Films, and Training Films and Other Media Library. In the second year SOMD, accepted responsibility for developing an internal communication network for the Learning Resource Center Program and a video tape duplication/distribution system.

Throughout its operation, SOMD kept a low profile in keeping with its "back-stop, court of last resort" role as a materials source. It was not an easy role to maintain. This "back-stop, court of last resort" role was assumed because one of the primary purposes of the LRC Program was to encourage the development of local, metropolitian, intermediate-unit, state and regional instuctional materials service agencies.

The workscope as developed over the length of the contract is detailed in Table 2.

Table 2

SOMD Workscope Elements

IU-01 *Supply information on material distribution systems*

IU-01-1 Supply information about Special Office service

Under this strategy, SOMD provided and/or distributed general overview information to interested parties about the distribution function and other activities undertaken by SOMD.

IU-01-2 Provide assistance through workshops and demonstrations

Under this strategy, SOMD, upon request, supported or became directly involved in ALRC workshops and/or demonstrations in order to inform the ALRCs and their clients about the services provided by SOMD. SOMD made available media materials which can be integrated into a workshop and/or demonstration by ALRC staff to explain SOMD activities, or, SOMD staff can be present to make a presentation, chair or participate in a discussion panel, etc.

IU-01-3 Provide material distribution consultant service

SOMD did not formally activate this strategy.

IU-02 *Serve as a source of materials for demonstrations and workshops*

IU-02-1 Supply material for demonstrations and workshops

This strategy refers to the actual loan of materials from SOMD's Area III and Area V collections for use in workshops and demonstrations. Since that loan activity is in reality an integrated part of the normal loan activity in Areas III and V, no separate and distinct activity was developed under this strategy. All loan of materials for workshops/demonstrations was routinely performed as a part of Area III and V activity.

IIA-01 *Participate in phase-in National Needs Assessment efforts*

IIA-01-1 Take part, as needed, in National Needs Assessment activities

SOMD participated in National Needs Assessment activities. Involvement included interaction with the third party contractor and other elements of the Learning Resource Centers Program (LRCP) with emphasis on the analysis of third party contractor data and its implications for materials distribution.

IIS-01 *Distribute LRCP developed materials*

IIS-01-1 Distribute LRCP developed materials

This strategy refers to the actual loan of materials developed within the Learning Resource Centers Program from SOMD's Area III and Area V collections. Because that loan activity is in reality an integrated part of the normal loan activity in Areas III and V, no separate and distinct activity was developed under this strategy. All loan of materials developed within the Learning Resource Centers Program was routinely performed as a part of Areas III and V activities.

IIIH-01 *Prepare materials for circulation*

IIIH-01-1 Prepare and monitor the acquisition of recommended materials

Under this strategy, SOMD facilitated the acquisition of media training materials for the LRCP. SOMD verified the source and cost, prepared the materials requis tions and monitored the acquisition process to assure undamaged delivery of the ordered material.

IIIH-01-2 Process incoming materials and rack for circulation

Within this strategy, SOMD in-processed or accessioned new media training materials into its inventory. New material was inspected, permanent records were established on the material, and the material was entered into SOMD's circulation control system.

IIIH-02 *Provide systematic maintenance of collection*

IIIH-02-1 Process returned materials for recirculation

This strategy provided for the necessary handling of media training material as it is returned by the client. It provided for check-in processing, return to the proper warehouse location, and re-shelving.

IIIH-02-2 Determine the physical condition and conduct repairs

Within this strategy, SOMD inspected all media training materials returned by clients for damage prior to re-shelving. If material was damaged, every effort was made to effect repairs in order to return the material to the collection.

IIIH-03 *Ship materials to qualified clients*

IIIH-03-1 Process requests

Within this strategy, SOMD performed the functions of receiving client requests for media training materials and entered them into the circulation control system for scheduling.

IIIH-03-2 Distribute materials

This strategy provided for the actual distribution of media training materials on the basis of their requests scheduled in IIIH-03-1.

IIIH-04 *Process client feedback report*

IIIH-04-1 Process client feedback reports

Under this strategy SOMD provided for the soliciting and processing of client feedback on the media training materials.

IIIH-05 *Perform other peripheral depository functions*

IIIH-05-1 Perform overdue collection processes

When media training materials were not returned at the end of their scheduled use period, SOMD expeditiously acted to recover the overdue materials. This was done with measured courtesy to the offending user but, at the same time, with as little inconvenience as possible to future users.

IIIH-05-2 Supervise tape duplication service

Under this strategy, SOMD provided an audio and video tape duplication service for LRCP agencies in the area of instructional media selection and usage skills. Generally, the materials duplicated was public domain and/or copyright cleared materials where SOMD was able to obtain the master for its inventory.

IIIH-05-3 Assist clients in finding sources of material not available for SOMD loan

Under this strategy, SOMD acted to recommend alternative source(s) for media training materials when requested material was not in SOMD's inventory or when it could be best obtained from a more direct source.

IIIH-05-4 Provide information about newly-acquired materials

Within this strategy SOMD kept other LRCP agencies and their clients informed of materials that have been newly accessioned into the media training materials collection.

IIIH-05-5 Undertake other peripheral services

Under this strategy, SOMD performed other related duties necessary and/or beneficial for the functioning of media training materials distribution system.

IIIH-06 *Develop and implement use/charges policy/procedure guide*

IIIH-06-1 Maintain fee assessment process

Under this strategy SOMD invoiced clients a non-profit, cost-covering charge for the use of the media training materials, except where authorized to give no-cost service. SOMD also performed all necessary bookkeeping functions to account for the receipt of these funds.

IIIH-06-2 Expend IIIH-06-1 fees

Under this strategy, SOMD was to expend the non-profit, cost-covering charge moneys as appropriate and authorized.

IVV-01 *Provide needed information about NIMIS*

IVV-01-1 Provide needed information about NIMIS

Within this strategy, SOMD provided and/or distributed updated information about the functions, activities, and outputs of the NIMIS service. This information generally took the form of prepared printed material supplied by NIMIS; however, telephone inquiry questions were answered as appropriate. The majority of inquiries in this strategy were received directly from interested parties rather than being forwarded by ALRCs as in IU-01-1.

IVV-02 *Oversee expansion of inter-LRCP agency communication capability*

IVV-02-1 Oversee expansion of inter-LRCP agency communication capability

SOMD completed and maintained the installation of interface communications devices for all elements of the LRCP. In addition, SOMD worked to integrate the resultant communications network into its operation so that LRCP agencies had access via the interface communications devices to SOMD's materials scheduling processes. Further, SOMD studied and analyzed the extant inter-LRCP communications system in order to anticipate future requirements.

IVV-03 *Facilitate delivery of system output*

IVV-03-1 Participate in NIMIS training sessions

As did all other LRCP Agencies, SOMD was asked to provide for attendance at NIMIS access training sessions. The staff persons attending these sessions learned how to access and search the NIMIS data base and was able to train other SOMD staff to perform this function.

IVV-03-2 Facilitate delivery of NIMIS system output for clients

SOMD received requests for NIMIS output information. Generally speaking, SOMD did not perform a significant role in providing NIMIS output directly to clients. However, it was a responsibility for SOMD to facilitate client access by referral and/or forwarding of requests to NIMIS.

IVV-04 *Process feedback on consumer reaction to information system*

IVV-04-1 Process feedback on consumer reaction to information system

As a by-product of delivery of materials, SOMD received client reaction to the NIMIS information system and to the materials description contained in the data base. SOMD forwarded those client reactions to NIMIS for its reaction and analysis. NIMIS forwarded to S-1, S-2 and/or S-3 when appropriate.

VB-01 *Prepare materials for circulation*

VB-01-1 Prepare and monitor the acquisition of recommended materials

Under this strategy SOMD facilitated the acquisition of handicapped learner (child-use) and teacher/parent use materials for the LRCP. SOMD verified the source and cost, prepared the materials requisitions and monitored the acquisition process to assure undamaged delivery of the ordered material.

VB-01-2 Process incoming materials and rack for circulation

Within this strategy, SOMD in-processed or accessioned new handicapped learner (child-use) and teacher/parent use materials into its inventory. New material was inspected, permanent records were established on the material, and the material was entered into SOMD's circulation control system. In addition to SOMD's in-house inventory, this strategy provides for physical in-processing of new Captioned Films that became a part of the inventory of the various depositories.

VC-01 *Provide systematic maintenance of collection*

VC-01-1 Process returned materials for recirculation

This strategy provided for the necessary handling of handicapped learner (child-use) and teacher/parent use materials as it was returned by the using client. It provided for check-in processing, return to the proper warehouse location and re-shelving.

VC-01-2 Determine materials' physical condition and conduct repairs

Within this strategy, SOMD inspected all handicapped learner (child-use) and teacher/parent use materials returned by clients for damage prior to re-shelving. If material was damaged, every effort was made to effect repairs in order to return the material to the collection. Also under this strategy, SOMD inspected and, wherever possible, effected repairs on Captioned Films which depositories transmitted to SOMD for major repair.

VD-01 *Ship materials to qualified clients*

VD-01-1 Process requests

Within this strategy, SOMD performed the function of receiving client requests for handicapped learner (child-use) and teacher/parent use materials and entered them into the circulation control system for scheduling.

VD-01-2 Distribute materials

This strategy provided for the actual distribution of handicapped learner (child-use) and teacher/parent use materials on the basis of their requests scheduled in VD-01-1. In addition, it provided for the out-going shipment of new Captioned Film material which was being entered into the inventory of the CF depositories.

VE-01 *Process client feedback report*

VE-01-1 Process client feedback reports

Under this strategy, SOMD provided for the soliciting and processing of client feedback on the handicapped learner (child-use) and teacher/parent use materials.

VE-02 *Manage and coordinate the Captioned Film Depository System*

VE-02-1 Analyze present management and distribution activities of Captioned Film Depositories

Under this strategy, SOMD collected, tabulated and analyzed usage reports from the sixty Captioned Film Depositories. When compared with historical data, this data served as a measure of the efficiency and effectiveness of the Captioned Film Depository system.

VE-02-2 Provide overall support and coordination of the existing Captioned Film Depository system

Within this strategy, SOMD functioned to support and/or coordinate the captioned film depository in a number of ways so that with the limited time and resources available to them, the managers of the sixty depositories could concentrate on improving the efficiency of their film distribution operations.

VE-02-3 Project future changes and needs of Captioned Film Film Depository system

During its third project year (the second year of direct CFD management and coordination), SOMD was to have developed a plan which would recommend changes leading to improvements in the Captioned Film Depository system.

VE-03 *Perform other peripheral services*

VE-03-1 Perform overdue collection processes

When handicapped learner (child-use) and teacher/parent use materials were not returned at the end of their scheduled use period, SOMD expediously acted to recover the overdue materials. This was done with measured courtesy to the offending user but, at the same time, with as little inconvenience as possible to future users.

VE-03-2 Supervise tape duplication service

Under this strategy, SOMD provided audio and video tape duplication service for LRCP agencies in the area of handicapped learner (child-use) and teacher/parent use instructional materials. Generally, the materials to be duplicated were public domain or copyright cleared material where SOMD was able to obtain the master for its inventory.

VE-03-3 Assist clients in finding sources of material not available for SOMD loan

Under this strategy. SOMD acted to recommend alternative source(s) for handicapped learner (child-use) and teacher/parent use instructional materials when requested material was not in SOMD's inventory or when it could be best obtained from a more direct source.

VE-03-4 Provide information about newly-acquired materials

Within this strategy, SOMD worked to keep other LRCP agencies and their clients informed of materials that had been newly accessioned into its handicapped learner (child-use) and teacher/parent use collection.

VE-03-5 Undertake other peripheral depository services

Under this strategy, SOMD performed other related duties necessary and/or beneficial for the functioning of the handicapped learner (child-use) and teacher/parent use collections.

VF-01 *Develop and implement use/charges policy/procedure guide*

VF-01-1 Maintain fee assessment process

Under this strategy, SOMD invoiced clients a non-profit, cost-covering charge for the use of the handicapped learner (child-use) and teacher/parent use materials, except where authorized to give no-cost service. SOMD also performed all necessary bookkeeping functions to account for the receipt of these funds.

VF-01-2 Expend VF-01-1 fees

Under this strategy, SOMD was to expend the non-profit, costs-covering charge moneys as appropriate and authorized.

VIA-01 *Conduct project planning*

VIA-01-1 Conduct pre-planning

Under this strategy, SOMD planned and reported its internal project planning activities.

VIA-01-2 Collect information on needs

Because of the activity in strategy IIA-01-1, SOMD did not formally propose additional activity in this area.

VIA-01-3 Allocate resources

Under this strategy, SOMD staff periodically reassessed budgetary plans and allocations and made re-allocations were appropriate.

VIA-01-4 Product management strategies

Under this strategy, SOMD developed detailed strategy plans for its operation. These plans were developed with the advice of the SOMD Advisory Committee.

VIA-01-5 Conduct staff in-service training sessions

SOMD did not formally activate this strategy.

VIA-02 *Conduct internal monitoring*

VIA-02-1 Monitor SO activity

This strategy provided for the production and/or monitoring of all documents necessary to accomplish SOMD's mission within the Indiana University administrative system. This included such diverse documents as purchase requisitions, personnel action forms, personnel attendance reports, etc. Further, it provided for more general project monitoring activity such as computer program modification for report generation, etc.

VIA-02-2 Monitor professional time

Within this strategy, SOMD recorded and tracked the functions of professional staff members to provide required records of concentration on its activities.

VIA-02-3 Monitor budget categories

Within this strategy, SOMD maintained those accounting records that were necessary to expand the basic Indiana University accounting system to fit the particular needs of SOMD. In addition, this strategy provided the necessary financial review and control of SOMD activities.

VIA-02-4 Prepare internal management reports

Under this strategy, SOMD developed the appropriate internal reports that were not covered in strategies VIA-01 to 03.

VIA-03 *Prepare project reports*

VIA-03-1 Prepare progress reports

Within this strategy SOMD produced the required quarterly program progress reports as well as the final project report.

VIA-03-2 Prepare technical reports

SOMD did not prepare technical reports other than those more appropriately included in other strategies such as IIA-01-1 (Needs Assessment).

VIA-03-3 Prepare reports of subcontracted activities

SOMD did not prepare subcontract activity reports other than those that were more appropriately included in other strategies such as VE-02-1,2.

VIB-01 *Provide liaison with LRCP units and participate in meetings with program units and target groups*

VIB-01-1 Serve as liaison with LRCP units

This strategy was used to include most intra-LRCP liaison as well as some activities external to the LRCP.

VIB-01-2 Participate in meetings and conferences

This strategy specifically provided for SOMD staff attendance at LRCP meetings and attendance at meetings external to the LRCP which would benefit the LRCP interests.

VIB-01-3 Attend meetings, conferences, etc., for professional development

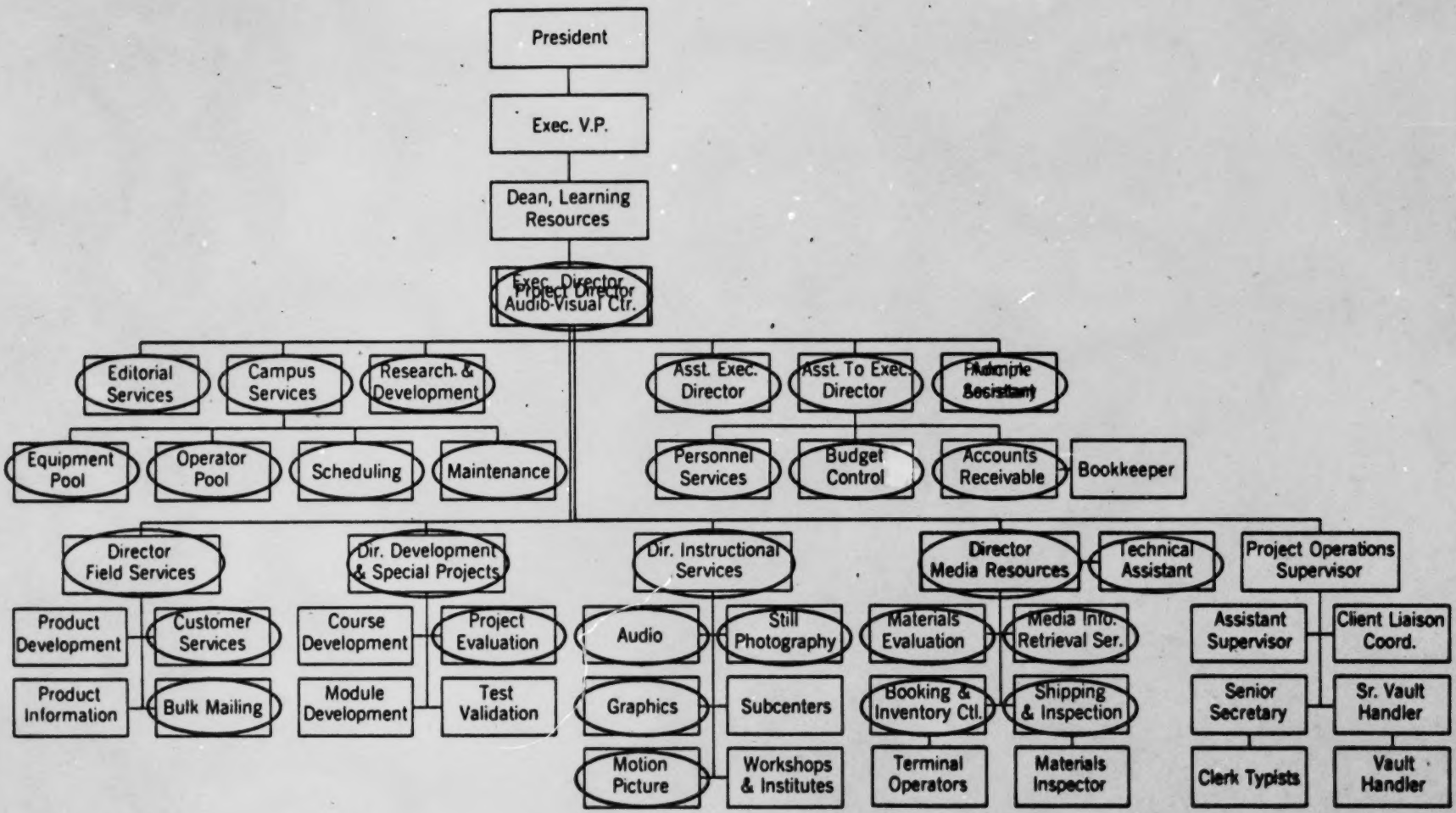
Under this strategy, SOMD professional staff attended professional meetings, conferences, etc. to maintain and/or increase their professional competencies.

C. Project Organization

Figures, I, IA, and IB show the staffing and functional organization of SOMD and their relationship to the Audio-Visual Center. Figure I shows the organization of the Audio-Visual Center.

The overlay Figure IA shows those persons and functions which contribute directly or indirectly to the objectives of SOMD. Those resources that exist for specific distribution functions (accessioning, warehousing, inventory control, inspection and maintenance, booking, shipping and receiving) as well as supportive activities related to personnel services, accounting, budget control, special design, production, dissemination, and evaluation services represent the institutional commitment and contribution to the project.

The overlay Figure IB shows the functions and individuals who are paid part or full-time from SOMD funds and their relationship to each other and the Audio-Visual Center organization.


President
Exec. V.P.
Dean, Learning Resources
Exec. Director Audio-Visual Ctr.
Editorial Services
Campus Services
Research & Development
Asst. Exec. Director
Asst. To Exec. Director
Equipment Pool
Operator Pool
Scheduling
Maintenance
Personnel Services
Budget Control
Accounts Receivable
Bookkeeper
Director Field Services
Dir. Development & Special Projects
Dir. Instructional Services
Director Media Resources
Technical Assistant
Project Operations Supervisor
Product Development
Customer Services
Product Information
Bulk Mailing
Course Development
Project Evaluation
Module Development
Test Validation
Audio
Still Photography
Graphics
Subcenters
Motion Picture
Workshops & Institutes
Materials Evaluation
Media Info. Retrieval Ser.
Booking & Inventory Ctl.
Shipping & Inspection
Terminal Operators
Materials Inspector
Assistant Supervisor
Client Liaison Coord.
Senior Secretary
Sr. Vault Handler
Clerk Typists
Vault Handler

II. Statement of Work (September 1, 1974 to November 30, 1977)

IU-01 *Supply information on materials distribution service.*

Throughout its three year contract, SOMD functioned in this area supplying information to potential clients about its services, but this activity was formally included in the workscope and our proposal only during the Third Project Year.

Generally speaking, SOMD, as instructed, maintained a "low profile" stance on self-promotion. This stance was in keeping with SOMD's assigned "court of last resort" role as a national distribution agency. During the third year, this "low profile" stance was loosened somewhat as SOMD prepared and distributed "promotional" brochures, and catalogs for each of its collections. The "promotional" brochures were designed specifically to supplement and complement the SOMD collection catalogs.

Discounting the first quarter, SOMD received and responded to an average monthly volume of 25 non-booking, non-administrative mail inquiries per month during the First Project Year. During the Second Project Year, the monthly average increased to 30 and it continued up to a monthly average of 35 in the Third Project Year. This does not include an extraordinary amount of inquiry in specific response to the announcement of the availability of the SOMD collection catalogs mid-way through the Third Project Year, nor does it include less formal telephone inquiries.

Discounting the fourth quarter of the Third Project Year, when network activities began to "wind down," SOMD staff provided direct and/or indirect assistance through some kind of a formal informational presentation at workshops, demonstrations and other types of meetings on the average of once each quarter.

It is our belief that SOMD should have been allowed to be more active in the area of self-promotion in order to become more effective and efficient as a national distribution agency. This would have, of course, run contrary

to our "low profile, court of last resort" role and would have effectively put us in competition with more-local sources of special education media materials.

It is recommended that a subsequent contractor be allowed to be more active in the area of self-promotion BUT that this contractor have a more selective inventory to minimize competition with more-local sources of special education media materials.

IU-02 *Serve as a source of materials for demonstration and workshops.*

From SOMD's operational point of view, a request for materials for demonstrations and/or workshops was serviced in exactly the same manner as any other request for materials and as the volume of demonstration/workshop requests was relatively low, SOMD never felt it warranted formal activation of this Summary Strategy as a separate entity.

SOMD did, however, provide this service to clients (generally to the ALRC's themselves) and, within the normal limitations of a prior scheduling commitment, all requests for materials for demonstrations and workshops were honored but all activity was budgeted, occured within and was reported as a normal part of the distribution activity of "Ship Material" in Summary Strategies IIIH-03 and VD-01.

It is our recommendation that a subsequent contractor provide this service but that it not be set up as a special category of service.

IIA-01 *Participate in phase-in National Needs Assessment efforts.*

Essentially little activity took place in this Summary Strategy during the first year of the contract and little was envisioned when the second year funding request was submitted in June of 1975.

However, in a late July meeting, SOMD staff participated in the development of the Technical Memorandum for the guidance of the third party NNA contractor.

When the NNA contractor was selected in October, that contractor scheduled a series of meetings for ALRC/SO/NCEMMH staff to assist in NNA questionnaire preparation.

In early December 1975, a SOMD staff member spent three days assisting the contractor in defining the content of the questionnaire in the area of materials distribution. In early January, 1976, another SOMD staff member assisted the contractor in writing specific questions to cover the appropriate content in the area of materials distribution.

In its Third Year Funding Request submitted in June, 1976, SOMD, as requested in proposal guidelines, proposed activity analyzing the results of the NNA questionnaire. Unfortunately the NNA contractor, apparently due to circumstances beyond its control, was unable to distribute the NNA questionnaire prior to the beginning of the 1977-78 school year; therefore, SOMD had no NNA data to analyze.

The delay in distribution and tabulation of the NNA questionnaire was most unfortunate as the new materials distribution contractor could have potentially obtained much valuable guidance from analysis of the NNA data. The delay in obtaining this input delayed the implementation of resultant strategies considerably--even to the end of the new contract period in 1980.

SOMD has no formal recommendations on this Summary Strategy.

IIS-01 *Distribute LRCP developed materials.*

From SOMD's operational point of view, distribution of LRCP developed materials was serviced in exactly the same manner as any other request for materials and as the number of LRCP developed materials in hand was essentially "zero" until the Third Project Year (and even then there were relatively few titles), SOMD never felt it warranted formal activation of this Summary Strategy as a separate entity.

A second and equally important reason for not activating this "collection" is that it is a somewhat "artificial" one, and grouping of materials by such categories as target groups, handicapping conditions, professional education, etc. seemed more germane. Thus SOMD used its extant, more germane, and generic collection titles to encompass these materials.

SOMD did distribute these materials to its clients and, within the limits of prior scheduling commitments, all requests were honored but the distribution of all LRCP developed material was budgeted, occured within and was reported as part of the distribution activity of "Ship Materials" in Summary Strategies IIIH-03 and VD-01.

It is strongly recommended that "LRCP developed materials" be generalized to BEH funded materials and a systematic distribution/dissemination effort be undertaken. The contractor subsequest to SOMD should play a significant role in this systematic distribution/dissemination effort for those materials where commercially-based distribution/dissemination is not feasible.

IIIH-01 *Prepare materials for circulation (Media Competency Training Collection)*

In the first quarter of the First Project Year, SOMD received some material from the SEIMC Network close-down which was eventually transferred into this collection. In the fourth quarter, SOMD requested and received suggested lists of material to acquire for this collection from the ALRC's via the Texas ALRC. In August, SOMD initiated approximately 68 requisitions for the purchase of $44,377 in inventory for this collection. These orders were for 428 copies of 151 different titles.

During the first and second quarter of the Second Project Year, the material ordered during the fourth quarter of the First Project Year was received, in-processed, and racked. One significant departure from the norm on in-processing these materials was that, since this material had not been abstracted for entry into NIMIS, SOMD assigned psuedo-NIMIS numbers in order to establish control records, label the material, and enter it into the computerized circulation control system.

This process was completed early in the third quarter when entry of almost 150 titles was completed and the Media Training Materials collection was activated. Shortly after the collection was activated, all of the materials were sent to Special Office for the Hearing Impaired (S-2) in Lincoln for formal abstracting in preparation for entry into NIMIS.

There was no significant activity in this Summary Strategy during the Third Project Year.

SOMD recommends that subsequent contractors not purchase material until the material has been abstracted, assigned a NIMIS number, and entered into the data base. Further, the data base information should be verified by reference to the producer/distributor's catalog prior to initiation of the requisition. At a minimum, one of the two above verification processes must take place. Ideally both methods would be utilized.

IIIH-02 *Provide systematic maintenance of (Media Training Materials) collection.*

Because this collection was only established midway through the Second Project Year, there was little activity during the first two project years. All of the materials were, however, shipped, inspected and re-shelved at least once during the Second Project Year. Actually there was an average of 1.22 uses during the Second Project Year.

During the first half of the Third Project Year there was essentially little activity in this collection, thus effectively no activity in the Summary Strategy.

After the printing and distribution of the Media Training Materials catalog late in the second quarter, there was a significant up-swing in activity during the third quarter. However, the overall average on shipments was .36 thus there was relatively little re-shelving and inspection and effectively no maintenance.

SOMD has no formal recommendations on this Summary Strategy.

IIIH-03 *Ship materials to qualified clients.*

As was indicated in the report summary for IIIH-01, this collection was not organized nor formally activated until the third quarter of the Second Project Year.

Even though a catalog listing of the materials in this collection was not distributed until the third quarter of the Third Project Year, during the seven quarters that this collection was in active distribution, both the Requests Confirmed and the Material Shipped averaged almost 45 units per quarter. This is a fairly significant amount considering there was effectively no publicity on the availability of the material during the relevant school years.

Considering the release of the catalog during the 1976-77 school year, it would be expected that the subsequent contractor should expect significantly increased interest and activity during the 1977-78 school year.

SOMD has no formal recommendations on this Summary Strategy.

IIIH-04 *Process client feedback report.*

Early in the Second Project Year, SOMD staff spent a significant amount of time developing a client reaction form.

In November of 1975 (the first quarter of the Second Project Year), a formal Request for Clearance on a client reaction form was filed with the Bureau of Education for the Handicapped. No response to that formal request for forms clearance was ever received by SOMD.

At the beginning of the third quarter of the Third Project Year, SOMD began distribution of a TEST version of proposed Client Reaction Form.

At the end of the active distribution phase of this contract, relatively few forms had been returned for this collection but the early responses seem to indicate a usage ratio of over 1.3 uses per shipment.

SOMD recommends that the client reaction form be modified as appropriate and then utilized for impact evaluation by the subsequent contractor.

IIIH-05 *Perform other peripheral depository functions.*

Because of the relatively low volume of demand, there was almost no over-due collection activity for this collection.

Similarly, since there were only two titles in video tape formats and since SOMD did not have duplication rights for either title, SOMD had no tape duplication activity in this collection.

The major activity under this Summary Strategy was the preparation and publication of a catalog for the material in this collection. All work on the catalog was performed during the first two quarters of the Third Project Year. During this time, descriptions were written for each title, subject indexes were prepared, copy was typed, set, and pasted-up and then the catalog was printed near the end of the second quarter.

The distribution of the catalog began early in the third quarter. In total, SOMD distributed almost 3,900 catalogs with almost all of them being mailed in the third quarter.

SOMD recommends that a subsequent contractor be encouraged to publish a collection catalog early in the term of his contract so that effective distribution can take place during the term of that contract.

IIIH-06 *Develop and implement use/charges policy/procedure guide.*

During the latter part of the Second Project Year, SOMD staff prepared a proposed "use fee" structure that accounted for the relatively fixed costs of materials circulation as well as the amortization of the relatively variable costs of materials inventory replacement based on both material type and projected usage.

Early in the Third Project Year, the proposed "use fee" structure was presented to the SOMD Advisory Committee and, with certain conditions on its announcement, they recommended its implementation.

Almost immediately SOMD staff began incorporating the "use fee" system into the process which led to the publication of the catalog for this collection.

When the new catalog was released at the beginning of the third quarter of the Third Project Year, the "use fee" structure was concurrently imposed.

During the three quarters the "use fee" system was in effect during this contract just over $500.00 was invoiced for this collection and $165.00 was collected. Collection efforts will continue into the post-active distribution phase of this contract.

SOMD has no specific formal recommendations on this Summary Strategy.

IVV-01 *Provide needed information about NIMIS.*

Throughout its three year contract, SOMD has functioned in this area supplying information to clients and potential clients about NIMIS but this activity was formally included in the workscope and our proposal only during the Third Project Year.

In the First Project Year, no record was made of inquiries and responses that were specific to NIMIS. In the Second and Third Project Years, SOMD responded to over 60 inquiries that were specific to NIMIS. In addition, SOMD mailed over 200 copies of the January 1976 issue of *APROPOS:* "An Introductory Overview of NIMIS" when it first became available. Then, throughout 1976 and 1977, SOMD mailed this brochure and subsequently available NIMIS materials to clients and potential clients in response to requests for information on NIMIS. In addition, SOMD also included information on NIMIS in information packet mailings on SOMD and its collections whenever it seemed appropriate.

A contractor subsequent to SOMD should continue to inform its clients and/or potential clients about the complimentary services available to the client from NIMIS but it is a relatively minor part of the contractor's role.

IVV-02 *Oversee expansion of inter-LRCP agency communications capacity.*

There was no activity carried out in this Summary Strategy during the First Project Year. There was, however, some planning activity carried out in May and June of 1975 and related strategies were included in the Second Year Funding Proposal.

Although there were other communication concerns including direct access to SOMD's materials scheduling system, probably the primary concern was providing LRCP agencies with direct access to the NIMIS data base. In this regard, going into the Second Project Year, SOMD requested terminal technical specifications from NIMIS/OCLC. Because of circumstances beyond its control (due to changes in the OCLC system occuring at the time), it was over six months (early April) before NIMIS was able to provide specifications and/or recommendations on OCLC compatible terminals. In slightly over a month, SOMD was able to verify that the terminal specifications and/or recommendations were also compatible with Indiana University computer equipment and initiate requisitions for the first eight of the terminals.

By the end of the Second Project Year, the six Hazeltine 2000 terminals were delivered and installed. At about the same time, SOMD initiated another requisition for additional terminals for the remaining LRCP agency offices.

Within a couple of weeks, NIMIS notified SOMD that the six in-place Hazeltine terminals would require modification in order to meet the detailed OCLC specifications and be completely compatible. SOMD immediately took action to obtain the specified terminals. As factory installed optional equipment was needed, replacement terminals were required and were in-place within three months. Almost concurrently the second group of Hazeltine terminals were delivered and installed. All of the proper terminals were in-place and operational by the end of January, 1977.

The first NIMIS Utilization Training session was scheduled for mid-January.

All LRCP agency offices had SOMD provided terminals and direct access to the NIMIS data base from their offices for more than six months during the Third Project Year.

As instructed, in July 1977, SOMD initiated termination notices on all the terminals effective at the end of August 1977.

SOMD recommends in subsequent contract periods that the contractor most directly concerned and related to major items of technical equipment (such as twenty-three computer terminals) be given the money and the direct responsibility to obtain the equipment itself. In this case, SOMD was acting primarily as an agent for NIMIS in the acquisition of the computer terminals and it resulted in significant problems for both parties.

IVV-03 *Facilitate delivery of System Output.*

SOMD did not function in this area in the First and Second Project Year due to the fact that NIMIS was not operational as far as system output was concerned.

This Summary Strategy was formally included in the workscope and the SOMD proposal only during the Third Project Year.

In early February of 1977, two of SOMD's staff members attended one of the first NIMIS Utilization Training Sessions. During the remaining contract period, SOMD utilized its NIMIS terminal as a working tool in the purchasing and in-processing of new materials for its collections. Through a liberal interpretation of this Strategy, SOMD budgeted and reported its utilization of the NIMIS data base under this strategy. This is obviously not facilitation for client utilization, but it seemed the most reasonable strategy for this allocation of SOMD resources.

SOMD has not directly intervened to facilitate delivery of NIMIS system output on behalf of its clients. Obviously some SOMD clients have been informed about NIMIS and some have been referred to NIMIS for assistance, but there has been no direct intervention.

SOMD does not recommend that a subsequent contractor function in this area.

IVV-04 *Process feedback on consumer reaction to information system.*

Although SOMD functioned in this area to some degree during the Second Project Year, this Summary Strategy was formally included in the workscope and SOMD's proposal only during the Third Project Year.

Early in the Second Project Year, SOMD staff, in cooperation with NCEMMH/CS Committee #4, the Materials Distribution System Committee, spent a significant amount of time developing a concise client reaction form for use as an adjunct to SOMD's distribution activity. A portion of this form was designed to provide feedback on the NIMIS system and its contents. When this client reaction form was referred to NCEMMH/CS Committee #5, the Information System (NIMIS) Committee, it recommended that SOMD eliminate the questions that would have provided feedback on the NIMIS system and its contents and recommended substitution of a question "asking whether the client became aware of the materials requested through NIMIS." This effectively eliminated SOMD's role in the Summary Strategy as formally interpreted.

However, SOMD interpreted this Summary Strategy to include feedback (corrections) on the NIMIS data base which were generated by SOMD itself. During the Third Project Year and the authorized contract extension period, SOMD submitted almost 200 formal Error/Update Report Forms. In addition, SOMD provided numerous NIMIS data corrections on a more informal basis during telephone conversations necessary to resolve problems such as assignment of two NIMIS numbers to a single title due to duplicate abstracting by "S" offices.

SOMD recommends that a subsequent contractor function to provide corrective input to the NIMIS data base but does not recommend a formal role in providing feedback form the client to NIMIS II.

VB-01 *Prepare materials for circulation.*

During the first quarter of the First Project Year, SOMD received over 2,000 copies of more than 500 titles from the offices of the old SEIMC network as it closed down. Contrary to expectation, this was only about 2% of the identified inventory of the old network and many of the received items were in poor condition, incomplete, etc. Upon receipt, SOMD immediately began preparation of temporary inventory lists and also detailed bibliographic data files on all materials.

SOMD also received the Training Films and Other Media (TFOM) collection from the Indianapolis office of the Captioned Films for the Deaf during the first quarter. Although it contained other materials as well, this active, circulating collection consisted primarily of over 2,500 copies of some 200 titles in 8mm and 16mm formats.

In the last quarter of the First Project Year, SOMD initiated 375 requisitions for over $165,000.00 of new inventory materials. SOMD began in-processing this new material during the first quarter of the Second Project Year. Note that these figures include those previously reported in section IIIH-01.

During the second quarter of the Second Project Year, the first SOMD collection (the TFOM collection) was transferred from the temporary manual scheduling system and entered into the computerized circulation control system. To accommodate this transfer, it was necessary to assign psuedo-NIMIS identification numbers.

In the third quarter, the Handicapped Learner (Child Use) collection was formally activated by entering into the computerized circulation control system (CCCS) those items for which NIMIS numbers were available.

During the fourth quarter, SOMD initiated 45 requisitions for almost $65,000.00 of material for its inventory.

In the second quarter of the Third Project Year, SOMD initiated approximately 300 requisitions for over $253,000.00 of material. Concurrently, and quite suddenly, the Producer's Compact concept was approved and SOMD began receiving material deposited under the terms of those agreements. These two actions quickly led to a significant back-log of material to be in-processed.

As NIMIS data base output became available in the second quarter, SOMD began to enter significant amounts of Handicapped Learner (Child Use) collection materials into CCCS. In all, almost 3,700 new titles were entered into CCCS during the following three quarters.

SOMD recommends that in future requisitioning situations, that more care and control go into the development of information from which the requisitions are prepared. Further, it is recommended that the requisitioning process be spread out over longer periods of time so that work over-load/back-log situations can be avoided both in the preparation of requisitions and in the in-processing of the inventory materials.

VC-01 *Provide systematic maintenance of collection.*

During the first two quarters of the Project, SOMD performed an initial "close inspection" on the TFOM films and roughly 5% of the copies were found to be damaged beyond circulating condition. Concurrently, an inspection was made of the SEIMC "close-down" inventory. In both cases, only minor repairs were performed pending determinations of future status.

For the remainder of the First Project Year and on into the Second and Third, SOMD routinely inspected material as it returned from clients, prior to re-shelving it.

One of the major early concerns of the SOMD staff was the prohibition against spending project funds (other than for very minor maintenance and repair) to maintain and support the active TFOM collection.

Beginning with the start of the Second Project Year, SOMD began providing a film inspection/repair service function for the Educational Captioned Film Depositories. This quickly became a heavily utilized service; especially during the summer (fourth) quarter when the depositories were closed down or in a low usage period. During this period (the fourth quarter of the Second Project Year/the summer following the 1975-76 school year), SOMD received and inspected approximately 2,000 film prints from about half of the 60 ECFD depositories. Of these 2,000 prints, over 360 or 18% needed major repair.

Just as the condition of the TFOM inventory was reaching a critical state (at the beginning of the Third Project Year), SOMD was authorized to expend funds to maintain and support the TFOM collection in an adequate manner.

During the second and third quarters of the Third Project Year, SOMD provided initial inspection and processing on over 1,700 new educational captioned film prints.

In the fourth quarter, SOMD again provided summer film inspection service for the ECFD depositories by inspecting over 600 film prints. In this case,

although fewer films were inspected, a higher percentage needed repair; with over 40% requiring major repair.

Late in the fourth quarter, one of the depositories suffered a fire and all of its films were water-damaged. SOMD took emergency action in an attempt to salvage the 857 film prints. Over 820 were returned to service without requiring subsequent repair. This emergency salvage was performed in a very short period of time on very short notice and almost 96% of the films were salvaged for approximately 10% of their estimated replacement value.

SOMD recommends that any subsequent contractor provide a comprehensive maintenance program along the line started by SOMD. It is especially recommended that this service be provided to the ECFD depositories in order to provide adequate support for those with limited capabilities.

VD-01 *Ship materials to qualified clients.*

In the first six quarters of the Project, all of SOMD's circulation scheduling was processed through the utilization of a temporary manual scheduling system. This was primarily because NIMIS identification numbers essential to computer controlled circulation scheduling were not immediately available to SOMD. At the same time, however, the CCCS as utilized by the Indiana University Audio-Visual Center, did require some re-programming before SOMD could utilize it.

During the Second Project Year, a transition was made to the CCCS and during the Third Project Year, virtually all SOMD circulation scheduling was performed on the CCCS.

In general, circulation activity for the Archive and the Handicapped Learner collections were somewhat limited averaging (over the three years) a booking and a shipment every other working day. There were a number of reasons for this low volume. Large parts of both collections were unavailable for significant periods of time. It took several months before the Archive Collection (the material from the SEIMC "close-down" inventory) could be in-processed and a listing of the available material could be distributed to potential clients. Furthermore, by its very nature, the Archive Collection was designed to have restricted access and thus, low circulation volume. In the Handicapped Learner collection, most of the inventory was actually in-processed during the last half of the Third Project Year after the catalog announcing the collection was published in the second quarter. Therefore, most client were unaware of the bulk of the collection.

In contrast, the TFOM collection was publicly announced and available throughout the Project. As noted in an earlier section, the collection was in active circulation and had a published catalog when SOMD took responsibility for its circulation. This collection had over 3,000 requests for materials

and over 6,000 shipments during the 39 months of SOMD responsibility for circulation. This averages to about 4 requests for materials and about 8 shipments per working day.

SOMD feels that there were a number of factors beyond its control which restricted its ability to circulate materials--the prime function of its contract. SOMD recommends that every effort be made to free subsequent contractors from external dependencies and from restrictive conditions which would tend to inhibit the contractor's ability to circulate materials.

VE-01 *Process client feedback reports.*

As was pointed out in section IIH-04, SOMD did not, with one exception, begin using a Client Reaction Form until the beginning of the third quarter of the Third Project Year. As a consequence, there was little significant feedback on most of its in-house collections.

The one exception noted above was the TFOM collection where there was a pre-existant client reaction form and SOMD was able to take over its tabulation and continue its utilization. For that collection, clients reported almost 7,200 showings or an average of 1.2 showings per shipment. The total audience reported was almost 155,000 or an average of over 21 viewers per use.

SOMD also had a responsibility for tabulating and analyzing the usage data on the activities for the educational captioned film depositories. In the first year of the contract, the tabulating function was performed by the Captioned Films for the Deaf Distribution Center of Washington, D.C. under its subcontract with SOMD. They reported over 126,000 showings with an audience of 1,447,000 for calendar 1974. For 1975, they reported 162,412 showings with an audience of 1,743,675. For the first half of 1976, SOMD reported 95,701 showings with an audience of 1,217,672.

Beginning with the Third Project Year, SOMD developed a reporting system based on machine readable reporting forms (Optical Scan forms) for quarterly reporting of ECFD depository usage. Due to several problems, this system did not work effectively and SOMD is now in the process of key-punching the data from those reports in order to facilitate proper tabulation and analysis. However, for the first two quarters of the project year, SOMD reported (subject to revision) 94,352 showings with an audience of 975,566.

VE-02 *Manage and coordinate the Captioned Films Depository system.*

When SOMD wrote the original proposal and entered into the contract, the educational captioned film depository system was not apparently inherent in the RFP. In the first quarter, however, SOMD was asked to amend the proposal to include activity in the area of the educational captioned film depository system. This activity turned out to be one of the most significant summary strategies in the contract utilizing the largest proportion of both staff time and operational dollars.

In the First Project Year, most of the activity was carried forward in a subcontract with the Conference of Executives of American Schools for the Deaf (CEASD). SOMD did, however, initiate a significant activity during the third quarter--a meeting of all 60 educational captioned film depositories. This meeting was a forum for introduction of SOMD, sharing of ideas and resources, a review of the systems status and progress and, most important, a discussion of future directions. SOMD performed much pre and post meeting work such as analysis of depository system activity and tabulation of managers' reactions to some fifty (50) future direction options.

At the beginning of the Second Project Year, SOMD directly assumed those activities that had been subcontracted to CEASD. One of the major operational activities during the next two years was the inspection and repair and/or replacement of film prints damaged in distribution by the depositories. In two years, SOMD has inspected almost 4,000 films and found over 875 with major damage and 260 impossible to repair without complete replacement. In addition, SOMD undertook such activities as a survey of films needing re-evaluation, a brochure explaining the ECFD service, publication of a monthly newsletter to all depository managers, a supplement to up-date the ECFD catalog and a major revision leading to publication of a new ECFD catalog

with a new style and format, and a series of nine meetings that included all ECFD managers on a regional basis which built upon the base established in the May 1975 national meeting.

As SOMD began the Third Project Year, the new, revised ECFD catalog became available for distribution and over 70% of the 15,000 copies were distributed. SOMD also funded and/or encouraged three experimental projects for regional inter-depository service cooperation inwhich a client's request for a film was passed on to the nearest depository that had the film available to service the request. During the second quarter of the year, SOMD held an Orientation/Training meeting for all new ECFD managers. In connection with this meeting, SOMD released a newly developed Managers Manual and an informational Slide/Tape Presentation on the ECFD system.

During the third quarter of the Third Project Year, SOMD held the second of what is recommended to be an annual series of regional meetings of all ECFD managers. These meeting have proven to be a viable forum for communication to, from, and within the depository system.

As discussed earlier in Area VC-01, near the end of the Third Project Year one of the depositories, Catholic Charities in Chicago, had a fire. Most of their films escaped fire and heat damage but almost all were water-soaked. Through prompt action, SOMD salvaged 821 of 857 film prints. It is estimated that the cost of this salvage operation as approximately 10% of the replacement value of the film prints.

SOMD recommends that a subsequent contractor:

1. Continue an annual meeting process--either national or regional--involving all ECFD managers;

2. Continue an annual orientation/training meeting for new ECFD managers;

3. Publish a biennial ECFD catalog with a supplement to that catalog also published every other year;

4. Develop a new (method of) depository system that will be both more operationally efficient and politically viable;

5. Continue an effective inspection and repair/replacement program;

6. Continue a monthly informational newsletter to the ECFD managers.

VE-03 *Perform other peripheral services.*

At the end of the active distribution phase (through end of a fifth or continuation quarter of the Third Project Year), SOMD had a net Active Clients file of just over 3,100 clients.

One of the major area of activities in this Summary Strategy has been in the area of preparation and distribution of catalogs for the collections. During the latter part of the Second Project Year and the first half of the Third Project Year, SOMD wrote annotations, typed, proofed and set copy for four catalogs under this Summary Strategy. During the remainder of the Third Project Year, SOMD mailed over 3,700 copies of the Handicapped Learner and the Video Tape Masters catalogs, over 4,000 copies of the TFOM catalog, and over 11,000 copies of the Educational Captioned Films catalog.

Another major area of activity that developed relatively late in the Project was the video tape duplication activity which was based upon the Video Tape Masters catalog distribution. In total, SOMD duplicated 575 video tapes which generated an external "at-cost" billing of over $22,500.00

Although it was not done on a formal basis, SOMD has throughout its Project assisted clients and/or potential clients in finding alternative sources for material which was not available at SOMD.

VF-01 *Develop and implement use/charges policy/procedure guide.*

As was pointed out in section IIIH-06, SOMD developed a use fee structure in the Second Project Year and implemented it in the Third Project Year as catalogs were published and the charges were actually instituted.

During the three quarters the usage fee system was in effect during this contract almost $1,200.00 was invoiced for these collections (all in-house collections other than the Media Training Materials) and almost $900.00 was collected. Collection efforts continued into the post-active distribution phase of this contract.

SOMD has no specific formal recommendations on this Summary Strategy.

VIA-01 *Conduct project planning.*

Although there was some activity in all of the strategies of this Summary Strategy, most of the activity was in the area of producing management strategies.

SOMD collected management strategy input from a variety of source--both internal and external. In the area of the Educational Captioned Film Depository system input was formally solicited from all 60 managers, from a small repsesentative committee of those managers, and from the "Blue Ribbon Advisory Panel on Captioned Films."

The "Blue Ribbon Advisory Panel" was used as a base and expanded into a SOMD Advisory Committee during the Second Project Year. That advisory committee also met during the Third Project Year.

Records are not available for the First Project Year, but during the Second and Third Years SOMD averaged almost three staff meetings per month. In general, these staff meeings were primarily for project planning purposes.

The actual documentation of management strategies and subsequent allocation of resources was done primarily in the process of preparing the annual funding proposal and subsequent budget revisions.

SOMD has no specific reommendations within this Summary Strategy.

VIA-02 *Conduct internal monitoring.*

Because of the requirements and procedures of Indiana University and the requirements of the contact, SOMD spent more dollars and effort in this Summary Strategy than would normally be expected.

All transactions (program, financial, personnel, subcontract, etc.) are carefully documented within the Audio Visual Center/Indiana University system. In general there were no special adjustments needed to adapt to the requirements of the contract in this area.

Contract reporting of professional time was much more detailed than is required at Indiana University. Thus SOMD had to develop, implement, and utilize a special system for professional time monitoring. This system was utilized in the Second and Third Project Years and was reported as required in the uniform format quarterly reports.

In the area of budget monitoring, the Indiana University system is distinctly different from that required for NCEMMH/CS or UPAC uniform reporting, thus SOMD put considerable time into translation of Indiana University financial data into uniform reporting formats for both monitoring and reporting formats for both monitoring and reporting purposes.

Internal management reports were prepared as needed but activity in this area was minimal except for processing of 60 subcontract expenditure reports processed each quarter.

SOMD recommends that in subsequent contracts, wherever possible, reliance be placed on the contractor's in-place systems for control, monitoring and reporting so that effort not be wasted in development, implementation, and utilization of essentially duplicative (parallel) systems.

VIA-03 *Prepare Project Reports*

Generally SOMD has submitted the required quarterly reports on schedule throughout the three year contract. During the life of the contract, SOMD has, however, utilized two styles and three different bases for reporting.

The first five quarterly reports were basically narrative in style. However, in the fifth quarterly report SOMD began a transition to the LRC Program Uniform Accountability Data form style of reporting--a transition that was complete by the eighth quarterly report.

During each of the years of the contract, SOMD used a different basis for reporting. During the first year, SOMD utilized a simple historical and line item budget reporting base. In its Second Year Funding Proposal, SOMD utilized an internally developed PPBS Strategy and Objective style of presentation and the accounting system was established on that basis for the Second Project Year. During the fifth quarterly report, SOMD utilized an interim proposal for Uniform Accountability/Reporting outcome units. By the sixth quarterly report, SOMD staff, NCEMMH Coordination Services staff, and UPAC (Uniform Project Administration Committee) representatives had reached agreement on a Uniform Accountability Data (Summary Strategies, Objectives, and Outcome Units in a PPBS style) system for SOMD and SOMD began to utilize that system for reporting. However, SOMD's Second Year accounting system had been set-up on the basis of the Second Year Funding Proposal and, thus, a translation process was necessary between the accounting system and the reporting system throughout the Second Project Year.

In writing its Third Year Funding Proposal, SOMD utilized the accepted Uniform Accountability Summary Strategy, Objectives, and Outcome Units system. Then, SOMD set up its Third Year accounting system and reporting on the same basis.

Ideally, this third year approach would have been utilized throughout the three years. However, given the context of SOMD's experience in this

style and basis of accountability, the state of development of uniform reporting systems within the LRC program, etc. it was not possible to do so until the second year of the project was well under way.

Reports of sub-contracted activities were routinely incorporated into SOMD's regular quarterly reports.

During its three year contract, SOMD has submitted no formal technical reports. Items of this nature were generally reported informally in verbal conversations or letters and memos.

SOMD has no formal recommendations on this Summary Strategy.

VIB-01 *Provide liaison with LRCP units and participate in meetings with program units and target groups.*

Activity in this Summary Strategy began early, during the first quarter of the First Project Year. In contrast, generally because of system maturity, there was relatively little activity during the Third Project Year.

In the first quarter of the First Project Year, Project Director Richardson and Director of Media Resources Cuttill were appointed to the NCEMMH/CS Committee #4, the Materials Distribution Systems Committee. Also during the first quarter, that committee held an organizational meeting and Bill Cuttill accepted its chairmanship. The chairmanship of this committee also involved membership on the Network Steering Committee. The Network Steering Committee served to coordinate all NCEMMH/CS Committee activity as well as deal with network-wide activities.

During the First and Second Project Year, Committee #4 held eight meetings--an average of one meeting per quarter. Committee #4 was instrumental in assisting SOMD in such things as promoting understanding of SOMD and its role within the ALRC/SO/NCEMMH network, advise on potential strategies and/or actions, and development of Operating Policies and Procedures, etc. The committee also provided significant input in the development of the NNA Survey instrument. All of this was a valuable aid to SOMD's development and the execution of its role. At the same time, Committee #4 could not have been effective without the support given it by SOMD staff members.

In addition, SOMD staff participated in a number of occassional meetings that furthered the cooperative goals of elements of the ALRC/SO/NCEMMH system. These included such meetings as the Conference on Marketing and Dissemination of Educational Materials for the Hearing Impaired, CORRC sponsored Appraisal and Prescriptive Materials NIMIS Entry Procedures, P.L. 94-142 Regulation Input meetings, Special Office Coordination meetings, etc. Especially during the Second Project Year, SOMD staff was also heavily involved in the

development of media format discriptive terminology (thesaurus descriptors) through an ad hoc role on the NIMIS Thesaurus Committee.

SOMD staff also, of course, participated in all Network Directors meetings and attended appropriate professional meetings and conferences.

In general, SOMD found these network-wide meetings to be a useful bases for system orientation and coordination--a combination that was particularily useful to SOMD in its "newcomer" role. At the same time, SOMD staff made useful contributions to the overall objectives of the ALRC/SO/NCEMMH network system.

SOMD would recommend that the contractors in any future system of coordinative offices would find a systematic committee structure useful as forums but that these committees not become decision/policy making bodies.

III. Conclusions and Recommendations

Since SOMD's workscope as outlined in the RFP were rather explicitly confined to responsibilities in the area of physical distribution, one would assume that SOMD's major accomplishments would be in that area. However, the more significant accomplishments came in areas that were peripheral to its distribution activity.

A basic national distribution system, and sub-systems, were established, tested, and refined as required in the RFP.

An area in which SOMD achieved significant accomplishments was the area of technical assistance and support to the system of educational captioned film depositories. In this area SOMD was able to provide supplementary inspection and repair service that had not previously been available and, as a result, was able to improve the over-all quality of the collection of almost 60,000 film prints. Through a variety of mechanisms, it was possible to foster and achieve communication and interchange between the 60 independent depositories. Further, SOMD was able to assist in the evaluation of these depositories and thus promote improvement in the effectiveness of these depositories.

Another area of significant accomplishment was in the area of catalog preparation. Based on its Audio Visual Center background, SOMD was able to apply a discipline to work in the areas of subject indexing, bibliographic control, annotation writing and catalog preparation that had not previously existed in the area of special education media cataloging.

SOMD also achieved significant advances in two areas complimentary to the information dissemination activities cited above. First was the development of a viable criteria for the selection of material to be included in a national level circulating collection and the second was an internal reference

base for locating alternative loan or purchase sources for requested special education media.

A primary result of this three plus year contract is a firm conviction that sufficient evidence exists (as stated in our Third Year continuation proposal) "that there is a definite need for one or more national or regional back-stop distribution centers for materials designed for handicapped learners ....one or more circulating collections will be viable activities assuming that the collection(s) take a cue from existing general libraries and emphasize high-cost, short-use period types of materials, and be responsive to special needs of a variety of clients."

In the development of the workscope for any future national special education materials distribution center, it is recommended that responsibilities would include:

--Responsibility for recommending areas of potential growth of collections (based on demand, new interest area of clients, client response analysis, analysis of National Needs Assessment, etc.).

--Responsibility for recommending areas or types of materials that should be phased out, eliminated, or replaced based upon the same type of analysis.

--Responsiblity for conceptualization, research and experimentation with alternative booking, response, and materials delivery systems.

--Responsibility for systematic organizational and technical assistance to more local materials delivery systems.

--Responsibility for refinement of the "sourcing" concept--exploring ideas of what can be realistically accomplished when the "back-stop, court of last resort system" cannot provide the back-stop.